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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 28 titles deal with a variety of topics, including the following: (1) the effects of superlearning on retention/hypermnesia of rare English words in college students; (2) a Delphi study of American, British, and Canadian English educators' views of the future of secondary English teaching; (3) predicting children's spelling performance; (4) aspects of sophistic pedagogy; (5) the effects of story structure instruction on third graders' concept of story, reading comprehension, response to literature, and written composition; (6) the effect of vocabulary instruction on text comprehension; (7) student engagement and its relationship to student achievement, gender, time of school day, difficulty of course, and type of class activity; (8) a program for the integration of reading and composition in the social studies curriculum in a selected junior high school; (9) use of feedback on microcomputers to teach spelling in elementary school; (10) the effects of a mastery learning/competency-based education instructional approach on facilitating students' retention of achievement in language arts and mathematics; (11) secondary vernacular study and the origins of modern American education; and (12) the effect of a training program in listening on the reading achievement and listening comprehension of second and third grade students. (HOD)

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THE EFFECT OF A TRAINING PROGRAM IN LISTENING ON THE READING ACHIEVEMENT AND LISTENING COMPREHENSION OF SECOND AND THIRD GRADE PUPILS

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THE EFFECTS OF SUPERLEARNING ON RETENTION/HYPERMNESIA OF RARE ENGLISH WORDS IN COLLEGE STUDENTS Order No. DA8517849

ANDERSON, LYNN DEE, PH.D. *University of Wyoming*, 1985. 57pp.

The purpose of this study was to determine if the Superlearning method would produce hypermnesia in learning rare English words. The subjects were 189 sophomore and junior education majors. Subjects were randomly assigned by class section to either the control group or to one of four treatment groups. All groups received pre- and post- tests. The control group, which consisted of two class sections, learned the words by using any method of their own choosing. They were tested for retention after one, two, and four weeks. One treatment group, also comprised of two class sections, was tested one, two, and four weeks after treatment. Each of the other treatment groups was tested only once at one, two, or four weeks after treatment. The same matching test was used as a pre-, post-, and retention test. An analysis of covariance, which removed the effects of the post test scores, showed that the control group performed significantly ($p < .05$) better, on all of the retention tests, than any of the treatment groups. Reasons for these results are offered and recommendations are proposed.

AN INTEGRATED BASIC MARITIME ENGLISH COURSE BASED ON THE FINDINGS AND IMPLICATIONS OF A DETAILED TEXT-ANALYSIS OF A CORPUS OF MARITIME ENGLISH WRITTEN DISCOURSE Order No. DA8508162

ANTONIOUS, RAAFAT SARKIS, PH.D. *University of South Carolina*, 1984. 473pp. Major Professor: Michael Montgomery

On the basis of the findings and linguistic implications of a detailed multi-focal text-analysis of a representative corpus of Maritime English (ME) written discourse, an integrated basic ME language course is proposed to address both the special language needs of tertiary-level students seeking a career in the maritime industry and the communicative-conceptual language features required for communication in the industry itself.

The course claims to restore the lacking balance of catering to both the language and its functional use in the present custom-built programs for teaching ME. Thus, the approach adopted in the proposed course is based upon a model of language in which "content" is functionally related to "structure." Course material based on this approach does not define the language content to be taught in purely lexical, grammatical or syntactic terms, but in terms of the concepts and functions which these linguistic devices are meant to express or indicate.

Taking into consideration other models of linguistic analysis which have been previously applied and which have not provided--so far--useful generalizations to special-subject languages' syllabus designers, material writers and teachers, the present study adopts an eclectic model of text-analysis which can cope satisfactorily with the distinguishable range of lexical, morphological, syntactic, rhetorical and conceptual style markers of ME written discourse. Such a model while typifying the formal linguistic features of the special language under investigation draws a profile of the communicative-functional events underpinning the formal linguistic features of ME written discourse.

TECHNOLOGICAL CHANGE AND ENGLISH TEACHING: A DELPHI STUDY OF AMERICAN, BRITISH, AND CANADIAN ENGLISH EDUCATORS' VIEWS OF THE FUTURE OF SECONDARY ENGLISH TEACHING Order No. DA8516175

BARBER, BETSY SUE, PH.D. *The University of Connecticut*, 1985. 241pp. Major Adviser: Ronald T. LaConte

As rapidly expanding technology alters the ways in which people communicate, English educators face the increasingly insistent question of how to keep the teaching of secondary English responsive to these changes. While commentary from social critics, scientists, and futurists abounds, there has been no consensus among expert English educators. The availability of such a consensus would be of value to those concerned with the appropriateness of today's curriculum for tomorrow's world. Employing a modified Delphi technique, this study attempted to develop that consensus.

A panel of 77 distinguished English educators from the United States, Britain, and Canada addressed specific ways English teaching might change by the year 2000 as a result of technology's impact on society or schools. They generated lists of potential changes from which 42 of the most commonly cited were selected for scrutiny. Through two additional rounds of questionnaires, they estimated the probability of occurrence for each change by 1990, 1995, and 2000, rated its desirability, and produced extensive commentary. Consensus was measured using medians and interquartile ranges.

Among those developments on which the experts achieved consensus are the following.

They identify four technological developments as having greatest impact on English teaching: widespread use of microcomputers, highly sophisticated forthcoming software, capabilities of telematic (telecommunications plus computers) interface, and cultural subordination of print to screen media.

Although they foresee little change before the year 2000, panelists concur that by the end of the century English teaching will be based on a new definition of literacy--expanded to include all message systems. They believe basic reading, grammar, and mechanics skills will be taught by computer; that word processing will promote emphasis on text revision; that competence in networking and information handling will be viewed as basics; that media analysis will be emphasized; that literature will be taught via video as well as print, and that attention to more complex kinds of teaching and learning will result from more sophisticated electronic resources.

THE EFFECT OF A TRAINING PROGRAM IN LISTENING ON THE READING ACHIEVEMENT AND LISTENING COMPREHENSION OF SECOND AND THIRD GRADE PUPILS Order No. DA8509302

BECK, JOAN HOOD, ED.D. *Temple University*, 1985. 106pp. Major Adviser: Eugene Abraham

This study was a quasi experimental investigation to determine whether or not there would be significant differences in reading achievement and listening comprehension when second and third grade pupils were involved in a training program in listening comprehension. It was hypothesized that reading achievement and listening comprehension would not be significantly different for the experimental group which received the listening training than for the control group which received a traditional language arts program without the additional training component. The subjects were 103 second and third grade students in two elementary schools in the Ridley School District located in a suburb of Philadelphia, Pa. The students in the experimental groups received ten minutes a day, five days a week of the teacher's oral reading of children's literature taken from the suggested readings in the *Nebraska Program - A Curriculum*

for English. The readings were followed by five questions concerning the story that was structured after Crowell and Au's model of five levels of listening comprehension. The study lasted ten weeks. All the subjects were pre and post tested with the reading comprehension subtest of the *California Achievement Test* and the *Cooperative Primary Test - Listening*. Neither hypothesis could be rejected. The results indicated that there were no significant differences in reading achievement or listening comprehension for the students who received the listening training and the students who received traditional language arts.

FROM THE "ENGLISH SCHOOL" TOWARDS "ENGLISH": SECONDARY VERNACULAR STUDY AND THE ORIGINS OF MODERN AMERICAN EDUCATION Order No. DA8509691

BURNS, GERALD THOMAS, PH.D. *Yale University*, 1984. 565pp.

This study reconstructs the early educational history of secondary "English." It follows the evolution of vernacular subject matter from primitive beginnings in sixteenth-century England to the early nineteenth-century threshold of its achievement, in the United States, of the basic form and the place in secondary education that it possesses today. The study further locates and attempts to understand that evolution within context of the larger curricular, institutional, and systemic origins of modern American education. Benjamin Franklin's 1751 pamphlet, the *Idea of the English School*, together with the larger initiative of which it was a part, forms the centerpiece of the treatment. The Philadelphia "experiment" points at once forward, by the anticipatory brilliance of its conceptions, to the eventual subject of "English" and the modern educational forms associated with it; and backwards, by the fact of its practical failure, to "the classics" and the classical system of education, which constituted a potent factor, both as an obstruction and a precedent, in the educational history of "English." The actual development of vernacular subject matter took place within, and contributed materially to the overall growth and transformation of *non*classical education. Two nonclassical traditions in particular, that of English education and that of the academy, gave shelter to two different versions of vernacular study. These versions, as well as the traditions themselves, remained separate from each other in both England and the American colonies down to 1750. It was Franklin who brought them together, at least in "idea," at the level of secondary education. In this regard his "experiment" stood as a paradigm for developments that would unfold in the new American academies, and specifically within the English "departments" attached to them, over the early national period. Finally, the legacy of the academy movement in these respects was transmitted to the first in the line of American high schools. The Boston English Classical (High) School, with its ambitiously designed program of vernacular study, stood at once as successor to Franklin's English School and as the herald of new developments leading quite directly on to "English" and to the emergence of an essentially nonclassical and vernacular-based system of modern education.

THE EFFECTS OF STORY STRUCTURE INSTRUCTION ON THIRD-GRADERS' CONCEPT OF STORY, READING COMPREHENSION, RESPONSE TO LITERATURE, AND WRITTEN COMPOSITION Order No. DA8508039

CALDER, JAMES WILLIAM, PH.D. *University of Washington*, 1984. 238pp. Chairperson: Sam L. Sebesta

The experimenter instructed two groups of 20 suburban third-graders matched in pairs acording to teacher judgment of reading and writing abilities. The Unfocused Chain Group received 20 half-hour sessions of *realist* treatment: activities explicitly based on concrete incidents derived from stories prepared by the experimenter to the one level above subjects' concept of story as indicated by their story production. The True Narrative Group received a corresponding series of sessions of *idealist* treatment: activities based on abstract focus or theme derived from parallel stories prepared by the experimenter to meet story structure requirements for a true narrative. Treatment sessions, parallel for the groups, included drama (story theatre, readers theatre, choric speaking), visual arts (sculpture, drawing), and music. Subjects in both groups were given explicit training in applying a story grammar model (Applebee, *The Child's Concept of Story*, 1978) appropriate to the treatment--respectively, the unfocused chain model or true narrative model.

Pre- to posttest gains indicated significant differences favoring the Unfocused Chain Group in concept of story ($p < .005$), as measured by Applebee's levels of story structure; response to literature ($p < .0005$), as measured by the Applebee classification system and the Purves classification system; and quality of narrative writing ($p < .05$), as measured by Tway's Literary Rating Scale. Differential gains in reading comprehension, as measured by cloze, and syntactic maturity, as measured by T-unit, were not significant ($p > .05$).

This study contributes to present knowledge regarding instructional models for maximizing children's development of the concept of story. It indicates that a development story structure compared to a higher, ideal story structure is likely to bring gains in level of concept of story, in response to literature, and in narrative writing quality. It helps answer a broader question: should young children be given idealist models or models closer to their own stages of development? The evidence of this study points toward the latter as a viable choice, worthy of further research.

THE SIMULTANEOUS/SUCCESSIVE MODEL OF INTELLIGENCE: RELATIONSHIP TO READING AND SPELLING ACQUISITION AND THE COGNITIVE DEVELOPMENTAL SHIFT Order No. DA8509380

CLEMENS, LYNDA PRITCHARD, PH.D. *Temple University*, 1985. 210pp. Major Adviser: Calvin Nodine

This study investigated developmental aspects of the Simultaneous/Successive Model of Intelligence (Das, Kirby & Jarman, 1979) in relationship to cognitive and linguistic development and reading and spelling acquisition in 70 first grade children. The children, a suburban middle class sample, were tested in the fall and in the spring in order to perform cross-lagged panel analyses and path analyses. Factor analysis and multiple regressions were also performed. The following instruments were used: (1) Information Processing - Simultaneous: Raven's Coloured Progressive Matrices Test and Memory-for-Design; (2) Information Processing - Successive: Serial Recall and Forward Digit Span; (3) Linguistic Development: Language Comprehension, Paradigmatic Word Association, and Verbal Mediation; (4) Cognitive Development: Multiple Classification and Class Inclusion; (5) Reading: Oral Comprehension, Silent Comprehension, Word Recognition, and Miscue Analysis; (6) Spelling - Developmental Strategy. The results indicate that the use of the Simultaneous/Successive Model of intelligence as currently tested using the indicated instruments should be limited to children over seven years of age. Distinct developmental differences in fall and spring factor loadings were found.

The hypothesis that appropriate use of information processing modes would cause manifest changes in cognitive and linguistic development was not supported. Instead, linguistic development in the areas of verbal mediation and word association was found to facilitate the development of certain cognitive abilities. Linguistic development was also a causal agent acting on reading acquisition. Information processing mode facilitated development of reading ability. Unexpectedly, linguistic development and early reading ability facilitated later cognitive development but language comprehension per se did not prove to be a significant predictor of any dependent variable.

Suggestions are made concerning adaptations to the Simultaneous/Successive test batteries for use with children under seven years of age. Research directions are indicated for exploring in greater depth the interaction of developing linguistic and cognitive abilities in children in the 5 to 7 age bracket. Finally, the causal link from early verbal mediational abilities and paradigmatic word association to the development of relatively mature reading abilities should be explored in depth.

PREDICTING CHILDREN'S SPELLING PERFORMANCE: RELEVANT FACTORS

Order No. DA8518172

COBERLY, DONALD EDWARD, PH.D. *University of Idaho*, 1985. 74pp. Chairperson: George Canney

The purpose of this study was to determine the combined and individual effects of seven factors upon spelling performance in third and fifth grade students. The seven factors examined were short term visual memory ability, sight word identification ability, gender, phonic ability, knowledge of word meaning ability, reading achievement, and total achievement.

Subjects were randomly selected from among seven elementary schools located in a northern Idaho school district. Short term visual memory, sight word identification ability, and phonic ability were assessed during a twenty minute individual testing period. Spelling performance was assessed five weeks after the initial testing period, and standardized test scores were collected from a recently received testing report.

Results were analyzed using SPSSX(1983) subprograms REGRESSION and PARTIAL CORR, in order to determine the most effective variable or set of variables for predicting spelling performance.

Short term visual memory appeared as the only significant predictor of spelling performance at both third and fifth grade levels. Phonic ability, sight word identification ability, and knowledge of word meaning ability had little relation to the dependent variable when the effects of the other variables were considered.

A LONGITUDINAL COMPARISON OF THE BASIC SKILL DEVELOPMENT OF TITLE I AND NON-TITLE I STUDENTS

Order No. DA8515109

CROUCH, ROXANNE MARIE, ED.D. *East Texas State University*, 1985. 90pp. Adviser: Mary L. Jernigan

Purpose of the Study. The purpose of the study was to determine if significant differences existed between the reading, language, and math scores of Title I and non-Title I students over a four-year period from 1979 to 1982. The study also sought to determine if Title I students achieved at a rate commensurate to that of non-Title I students.

Procedure. The data were collected from Title I (experimental) and non-Title I (control) reading, language, and math scores on the *Iowa Test of Basic Skills* each spring of the four-year study.

The three-factor mixed design with repeated measures on one factor was used for statistical analysis. An F-ratio was used to determine whether significant differences existed between the means of the experimental and control groups in reading, language, and math each of the four years.

Findings. Six of the 21 hypotheses were significant at the .0001 level of confidence; reading, language, and math scores of the Title I and non-Title I programs and reading, language, and math scores over the four years. No significant differences in mean scores were noted in 15 hypotheses for reading, language, or math between boys and girls and Title I/non-Title I boys and Title I/non-Title I girls. There were no significant interaction effects in reading, language, or math between year and program, year and sex, or year, program, and sex.

Conclusions. The Title I and non-Title I students demonstrated comparable progress in reading, language, and math. Title I students achieved at a rate commensurate to that of the non-Title I students. The Title I program was effective in helping Title I students progress at a rate commensurate to that of other students of their age and grade.

A COMPARISON OF CONTEXTUAL VERSUS CONTEXTUAL/MNEMONIC SPELLING INSTRUCTION FOR NINTH GRADERS

Order No. DA8518552

FORD, GLENN EDWIN, ED.D. *University of Maryland*, 1984. 167pp. Director: Richard Jantz

The purpose of this study was to compare the effectiveness of ninth grade students' learning spelling words via a contextual method and a contextual/mnemonic method, on both weekly recall and delayed recall bases. This study also investigated whether there would be evidence of focused attention in the correct spelling of words to a lifelike situation. Finally, it sought to show the relationships between delayed recall spelling scores and the Verbal Reasoning and Numerical Ability subsections of the Differential Aptitude Test.

A total of forty-nine subjects in grade nine were used in the comparison of contextual treatment versus contextual/mnemonic treatment for spelling instruction. The subjects attended a middle class rural school district and were of average or above average intelligence and reading ability. Each week of the three-week cycle of treatment and testing was conducted in the same fashion. On day one, twenty-five new difficult spelling words, judged by a panel of professional educators to be demons, were itroduced to the two groups, using identical materials which involved oral repetition, discussion of definitions, contextual application, and self-correcting materials. On day two, students received their respective treatments, the contextual or the contextual/mnemonic sentences. Day three consisted of testing of both groups, using their respective treatment sentences from day two, to determine how many of the target words students could spell correctly.

While inherent strengths in the mnemonic adjunct might have been expected to cause the contextual/mnemonic group to perform better than the contextual group, independent and correlated t-tests provided mixed results. Independent t-tests provided no support for the superiority of either method. Correlated t-tests favored the contextual/mnemonic treatment in the retention of spelling words. Correlation analyses identified moderate support regarding a relationship between delayed recall spelling scores and the Verbal Reasoning and Numerical Ability subsections of the Differential Aptitude Test.

The results collected suggested that both the contextual and the contextual/mnemonic methods were moderately effective in helping students to learn spelling demons, on both weekly and delayed recall bases. The postwriting sample spelling scores did not reveal focused attention in the correct spelling of words to a lifelike situation.

ASPECTS OF SOPHISTIC PEDAGOGY Order No. DA8511064

GADHKAR, DILIP PARAMESHWAR, PH.D. *University of Pittsburgh*, 1984. 302pp. Adviser: Trevor Melia

This dissertation examines the nature and function of sophistic pedagogy. Its principal contention is that the sophists were first and foremost public teachers of what may be broadly defined as higher education or general culture. Everything they said and did took place in that pedagogical context and was profoundly influenced by it. Their theories and doctrines, be they political or linguistic, were articulated in the practical context of teaching their pupils *polltike techne* i.e., the art of political living. Hence, their more specific and often more advanced articulations on philosophy, poetry, anthropology, and even rhetoric were secondary to their vocation as teachers.

The dissertation analyzes from a cultural perspective the myth and reality surrounding the sophists' questionable reputation as teachers who allegedly corrupted the Athenian youth with their new-fangled amoral education which placed a premium on individual success and power at the expense of the communal good. It identifies humanism, utilitarianism and rationalism as the three main features which distinguished sophistic pedagogy from the pedagogy of their predecessors. It discusses how these pedagogical features, especially sophistic rationalism, gave rise to the misconception regarding the sophists as the founders of the Greek Enlightenment in the latter half of 5th century B.C. Further, it analyzes the controversy surrounding the sophists' optimistic claim that they could teach *arete* to anyone who could afford their tuition.

The dissertation also examines the scope of sophistic instruction. While acknowledging the centrality of rhetoric in their curriculum, it rejects the notion that their instruction was largely confined to the teaching of rhetoric. Given the prevailing cultural conditions no sophist, not even Gorgias, who is sometimes mistakenly identified as a pure rhetorician, could afford to limit his instruction to rhetoric, if he wished to make a living as a teacher. The principal aim of sophistic pedagogy was to instill in its recipients a mastery of *polltike techne*. With that aim in mind, the sophists not only taught their pupils rhetoric but also exposed them to a semblance of encyclopedic culture.

THE USE OF NEWSPAPERS FOR TEACHING LANGUAGE ARTS AND READING Order No. DA8508772

GILLIS, ROY LEE, ED.D. *East Tennessee State University*, 1984. 87pp. Chairman: William Evernden

The problem of this study was to determine if achievement scores in reading and language arts could be increased for students who participated in the newspapers in education program.

Ninety-three seventh grade students were selected for the study; seventy-seven students completed the study, sixteen students were lost due to attrition. Two experimental groups and one control group were selected by random assignment from the seventh grade class at one school. The *Metropolitan Achievement Test* was administered to all students as a pretest. After completion of the experimental treatment in two successive twelve week periods, the *Metropolitan Instructional Test* for reading and language arts were administered as posttests.

The analysis of covariance was the statistical measure utilized to test seven null hypotheses. The effects of participating in the newspaper in education program was determined by comparing the posttest scores of the experimental groups and control group on the *Metropolitan Instructional Test* for reading and language arts. The appropriate pretest scores were used as a covariate of the posttest to control for any initial inequalities among the groups. Results at the .05 level of significance were used as criteria for accepting the hypotheses.

Based on the findings of the study, a significant difference ($p < .001$) was found between the experimental groups and the control group on reading comprehension. It can be concluded that participating in the newspaper treatment enabled students to significantly increase the reading comprehension test scores in the study. Although the other subtest scores for reading skills were not significant, the adjusted mean scores of the experimental groups and the control group were approximately equal.

Scores on the language arts subtests indicated significant differences in usage, spelling, and study skills. Contrary to expectations, the control group scored significantly higher than either experimental group. It can be concluded that participation in the basal text instruction was more successful in increasing student scores on the *Metropolitan Achievement Test* than participation in the NIE program for language arts.

The study also revealed that participation in the NIE program did not produce any significantly different test scores between sexes.

THE EFFECTS OF VOCABULARY INSTRUCTION ON TEXT COMPREHENSION Order No. DA8518832

GRAHAM, LINDA JEAN, PH.D. *The University of Iowa*, 1985. 122pp. Supervisor: Jack Bagford

This study examined the effects of vocabulary instruction on text comprehension from the basis of the knowledge hypothesis (Anderson & Freebody, 1981) and schema theory. A pretest-posttest control group design was used to investigate the effects of semantic mapping on the recall of information from an expository passage while taking into account students' prior knowledge, as measured by a passage specific vocabulary pretest. The subjects were 161 sixth graders attending four Iowa schools. All students took a passage specific multiple-choice vocabulary pretest constructed by the experimenter. The instruction group participated in twenty minutes of a semantic mapping vocabulary instructional activity, which helped students integrate their existing topic knowledge with the key vocabulary concepts in an expository passage about Canadian government selected from a sixth grade social studies textbook. All students completed the vocabulary posttest, read the passage, and completed the multiple-choice comprehension posttest.

A MANOVA with one covariate was used to compare the instruction group with the control group on four dependent variables. The vocabulary pretest was used as the covariate to control for differences in students' passage specific prior knowledge. Results indicated that for the sixth graders under study, for the assessment instruments used, and for the expository passage read; semantic mapping had an effect on the mean vocabulary posttest scores, on the mean total comprehension scores, and on the mean inferential questions scores in favor the instruction group. The mean scores for literal questions indicated no significant difference between groups.

The implication of this study is that vocabulary instruction facilitated text comprehension when students actively participated in the process of integrating their existing vocabulary knowledge with new concepts, so that vocabulary knowledge and content schemata developed concurrently.

THE EFFECTIVENESS OF MICROCOMPUTER ASSISTED INSTRUCTION FOR FOURTH, FIFTH, AND SIXTH GRADE STUDENTS IN SPELLING, LANGUAGE SKILL DEVELOPMENT, AND MATH

Order No. DA8518174

HALLETT, MARCIA, ED.D. *University of Idaho*, 1984. 154pp. Major Professor: A. Lee Parks

This study attempted to ascertain if fourth, fifth, and/or sixth grade students receiving microcomputer assisted instruction (MCAI) achieved higher gains in achievement test scores in spelling, language skill development, and math than fourth, fifth, and/or sixth grade students who did not receive microcomputer assisted instruction; and, if so, which achievement level of students produced greater gains. Five groups of students were identified for each grade: learning disabled, gifted/talented, low achieving, middle achieving, and high achieving students. Students not identified as LD or G/T were grouped according to the results of the scaled scores on the CTBS pretest. Two schools in a southwestern Idaho school district participated in the study, one of which was equipped with a computer lab and one in which no computers were used for instructional purposes. Students at the experimental school received two 25 minute sessions of MCAI a week. Students at the control school were taught in a traditional manner with no MCAI.

Eight variables were selected using subtests from the Comprehensive Test of Basic Skills (CTBS) pre- and post tests. Analysis of Variance (ANOVA) for a split-plot design was used to determine the differences between schools and the differences between groups for each grade between schools using the posttest minus the pretest scores.

The results of the study indicate that MCAI was effective at the .05 level of significance for the fourth grade in Language Mechanics, Total Language, Math Concepts/Applications, and Average Spelling, Language, and Math with gains from 11% to 26% from pre to post scores. MCAI was also effective at the .05 level of significance for the Learning Disabled students in Language Expression, Total Language, Math Concepts/Applications, and Average Spelling, Language, and Math with gains from 19% to 53% from pre to post scores. There were no statistically significant gains at the .05 level of significance for the fifth or sixth grades nor were there statistically significant gains between groups although the low achieving group for each grade did score higher gains on several of the different variables than did the middle or high achieving group.

THE EFFECTS OF A MASTERY LEARNING/COMPETENCY-BASED EDUCATION INSTRUCTIONAL APPROACH ON FACILITATING STUDENTS' RETENTION OF ACHIEVEMENT IN LANGUAGE ARTS AND MATHEMATICS

Order No. DA8518026

HEFNER, STEPHEN WAYNE, ED.D. *University of South Carolina*, 1985. 124pp. Chairman: Donald G. Turner

The research study was designed to examine the effectiveness of the Mastery Learning/Competency-Based Education (ML/CBE) instructional approach in facilitating the retention of achievement in language arts and mathematics. Over a three-year period, data were collected on approximately 325 students; students were divided into experimental and control groups. For the dependent variable, the retention of academic achievement, "total language" and "total mathematics" scale scores from the *Comprehensive Test of Basic Skills (CTBS)* were collected for all students. Data from a locally developed criterion-referenced test (CRT) were also collected from a sample population and used as an additional measure of achievement.

Using the language arts pretest scores on the *CTBS* as the covariate to adjust for differences between the groups in initial mean achievement, analyses of covariance were conducted on the *CTBS* test data and on the CRT data to examine the effect of the experimental approach on the retention of achievement in language arts. Factorial analyses of variance which treated entry level of achievement as an additional independent variable were conducted on both categories of data to examine the effect of the experimental approach on the retention of achievement in mathematics. Furthermore, the ML/CBE approach was compared to selected Mastery Learning programs via a meta-analysis.

The analyses of data revealed: (1) No significant differences in language arts achievement were found between the experimental and control groups on either the posttest or the retention test. (2) On both

A STUDY OF THE RELATIONSHIP BETWEEN STUDENT-PERCEIVED LOCUS OF CONTROL AND ACADEMIC PERFORMANCE OF SIXTH, SEVENTH, AND EIGHTH GRADE MALE AND FEMALE STUDENTS IN ENGLISH AND MATHEMATICS CLASSES

Order No. DA8517860

HOLLERAN, THOMAS KEVIN, PH.D. *University of Wyoming*, 1985. 112pp.

The purpose of this research was to determine whether the perceived locus of control orientation of middle school students is related to the grades that they received in mathematics and English classes. The following null hypotheses were tested in the study: There is no significant relationship between the mean grade points of middle school students who obtain an internal locus of control score on the *Academic Achievement Accountability Scale* (*AAA Scale*) and the mean grade point of middle school students who obtain an external locus of control on the *AAA Scale*; there is no significant relationship between the mean grade points of middle school males and females relative to their locus of control orientations (external vs. internal) as measured by the *AAA Scale*; there is no significant relationship between the mean grade points of sixth, seventh, or eighth grade students relative to their locus of control orientation (external vs. internal) as measured by the *AAA Scale*; there is no significant relationship between the mean grade points received by middle school student in mathematics classes and those received in English classes relative to the students' locus of control orientation (External score vs. internal score) as measured by the *AAA Scale*.

Scores on a locus of control instrument were obtained from male and female middle school students enrolled in mathematics and English classes. These scores were then correlated with their teacher-assigned grades.

A discriminant analysis generated a Wilks lambda statistic, its corresponding F value and level of significance to assess the relationship between the grade point average of middle school students and their locus of control orientation classified as external or internal. A separate discriminant analysis was conducted for all middle school students sampled and grouped as external or internal and for male and female students, sixth, seventh and eighth grade students and students enrolled in mathematics and English classes within the total grouped sample. There were no statistically significant relationships ($p < .10$) found between grade point averages and locus of control classification as external or internal for students in any of these independent groups.

The results of this study led to the recommendation that further study of locus of control and academic performance might consider examining behaviors and environmental factors that are more immediate to the academic task in relation to locus of control.

AN EXPERIMENTAL COMPARISON OF THE TEST-STUDY-TEST AND THREE-TEST METHODS FOR TEACHING SPELLING IN THE FIFTH GRADE Order No. DA8509257

JONES, ELIZABETH MARIE, PH.D. *The University of Wisconsin - Milwaukee*, 1984. 98pp. Supervisor: Robert Ingle

The purpose of this study was to determine if an experimental group who used no class time for the study of spelling might, by means of a *three-test method*, achieve growth in spelling skills comparable to that of a control group who used the *test-study-test method*. If it could be demonstrated that gains made by the two groups were comparable, then the *three-test method* might be the method of choice, since that method requires approximately half the time needed for the *test-study-test method*.

An experimental comparison was made among 181 fifth-grade students in five schools, in which a control group used the *test-study-test method* and an experimental group used the *three-test method*. After nine weekly spelling units had been completed, a 50-word recall test was administered to the subjects. The mean for the *three-test group* was significantly higher on that recall test than the mean for the *test-study-test group*. On a delayed-recall test of the same 50 words, there was no significant difference between the means for the two groups.

Within the limitations of the study, it seemed reasonable to conclude that the *three-test method* was the better method, since it required approximately half as much time as the *test-study-test method* to achieve significantly better results on the recall test and comparable results on the delayed-recall test.

THE DECLINE OF THE TEACHING OF RHETORIC AND THE RISE OF PROGRESSIVISM IN THE AMERICAN SECONDARY SCHOOLS, 1893-1940 Order No. DA8514700

LANGE, JULIANN M., PH.D. *The University of Akron*, 1985. 237pp. Adviser: Stephen Thompson

Before the twentieth century, the study of rhetoric was critical in educating students. The purpose of this investigation was to examine the decline of the teaching of rhetoric in the American secondary schools from 1893 to 1940, and to explore the relationship between this decline and the concurrent rise of progressivism in education in the United States.

The study presents a background of rhetoric before 1893, the year the National Education Association's *Report of the Committee of Ten* was published, concentrating on the teaching of rhetoric and belles-lettres in the eighteenth and nineteenth century, and the study of rhetoric as it related to written composition in post-bellum America. Also presented is a background of the teaching of English prior to 1893, focusing on instruction in writing.

In interpreting the years of decline, several events and related documents which are considered crucial in American educational history are examined as they relate to the diminishment of the teaching of rhetoric, beginning with the publication of the *Report of the Committee of Ten* and including such movements as that mounted by the NEA and the National Council of Teachers of English toward progressive reorganization in English. The Progressive Education Association's *Eight Year Study* is the event which establishes 1940 as the chronological upper limit of the investigation. Also examined are textbooks, courses of study, and educational literature associated with English education in general and the teaching of rhetoric in particular during progressivism's ascendancy and rhetoric's decline between 1893 and 1940.

The findings indicated that progressive demands in such matters as scentific objectification, efficiency, functionalism, and minimum essentials could not be fulfilled through the teaching of rhetoric as taught in the late nineteenth and early twentieth century high school English classroom. At the same time, it was found that rhetoric's traditional association with the college preparatory course of study could not be overcome so that where rhetoric continued to be taught it was to only those few students planning to attend college. It was concluded that the decline of the teaching of rhetoric was due in large part to the rise of progressivism in American education.

STUDENT ENGAGEMENT AND ITS RELATIONSHIP TO: STUDENT ACHIEVEMENT, GENDER, TIME OF SCHOOL DAY, DIFFICULTY OF COURSE, AND TYPE OF CLASS ACTIVITY Order No. DA8511246

LIONBERGER, SIDNEY OAKEY, ED.D. *George Peabody College for Teachers of Vanderbilt University*, 1984. 104pp. Major Professor: Harry Randles

This study investigated the engagement (attention) of students in four English classes in one high school located in a large county school system near Atlanta, Georgia. The purpose of this study was to determine: (a) the relationship between the engagement rates of high school students and their achievement grades; (b) the difference between students' engagement rates during four different instructional modes (lecturing, class discussion, desk work, and group work); (c) the difference between the engagement rates of males and females, and advanced students and general students; and (d) the difference between the students' engagement rates during morning and afternoon classes.

The data were collected by five trained data collectors who observed students in four 9th- and 10th-grade English literature classes. The data collectors observed 113 students for a 6-week period. Each of the four classes was observed at least 10 different times by different observers. The data collectors recorded whether or not the students were engaged during different instructional activities. The observers also recorded the instructional mode occurring in the classroom during each observation.

Each student's engagement rate was determined by dividing the total number of times a student was observed into the total number of times the student was engaged during the observations. An engagement rate was also computed for each student for each of the four instructional modes.

The findings indicate that significant differences do exist between the engagement rates of the different groups studied. Two groups, advanced students and female students, had significantly higher engagement rates when compared to the engagement rates of two other groups, general students and males. A high correlation was found between the engagement rates of the students and their grades (achievement scores) during the different instructional modes.

Advanced students had significantly higher engagement rates during certain modes of instruction.

A LINGUISTIC ANALYSIS OF PHONEME-GRAPHEME CORRESPONDENCE USING THE SOUTHWEST REGIONAL LABORATORY COMMUNICATION SKILLS LEXICON

MCDONALD, ANDREA HELEN, ED.D. *University of Southern California*, 1985. Chairman: Charles M. Brown

Purpose. The objective of this study was to determine the degree of regularity of phoneme-grapheme correspondence in a sample of words drawn from the Southwest Regional Laboratory (SWRL) Lexicon of approximately 10,000 words.

Method. Using the "Algorithm for American-English Spelling," over 200 rules were applied to individual phonemes to determine which graphemic option should be used under various conditions of position, stress and environment. Because a 1966 study had analyzed over 17,000 words found in the Merriam-Webster's Second International Dictionary, it was decided that results should be compared with analyses of words in the Merriam-Webster's Third International Dictionary. The study sought answers to the following: (1) What percentage of regularity of phoneme-grapheme correspondence exists in the SWRL lexicon? How does this compare with similar data from the 1966 Hanna study? (2) Is there a difference between the phonetically regular and the phonetically irregular words in terms of their respective frequency of occurrence? (3) What implications do these data have for the teaching of spelling?

Conclusions. (1) The consonants in the SWRL Lexicon can be taught phonetically because they are very consistent in phoneme-grapheme relationships. (2) Although the vowels are not as

consistent as the consonants are, the short vowel sounds and graphemic symbols can be taught phonetically. (3) The schwa sound was not predictable and no rules or generalizations could be formulated.

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FIELD TEST OF THE UNIVERSITY OF IOWA'S LANGUAGE ARTS UNIT USING LEP/NEP STUDENTS, GRADES 5 AND 6

Order No. DA8512575

MICHALEK, DIMARIS ELLEN HOWE, ED.D. *United States International University*, 1984. 174pp. Chairperson: Dale G. Hamreus

The Problem. The purpose of this field test was to determine whether a language arts unit (intervention) called "Tales of Marvel and Wonder" from the University of Iowa could be used supplemental to, or in place of district-adopted language arts materials in teaching grammatical concepts to LEP/NEP transitional students in Grades 5 and 6.

Method. Four student populations were used: two student populations used the language unit, and two student populations did not. Two student populations contained a large concentration of Hispanic students, and two populations contained Southeast Asian students. The *t*-test was used to determine whether significant improvement in mastery of grammar concepts learned was evident as measured by Test 5, "Language Expression," Comprehensive Test of Basic Skills (CTBS) and the Form A pretest and Form B posttest from the University of Iowa. A student questionnaire, a teacher reaction form and a teacher evaluation were also included with the language unit testing materials.

There were five participating schools and fifteen classroom teachers with their student populations. Each student population was compared against its own control population: Hispanics versus Hispanics with/without the unit/intervention. Each population was compared with every other population: Hispanics versus Southeast Asians with/without the unit/intervention. Also, both native-origin groups were compared with control and participating groups of Gifted Cluster students present on three school sites with/without the unit/intervention. Boys and girls were compared within their own school and cultural group and with other participating schools and native-origin groups with/without the unit/intervention.

Results. The *t*-test comparisons did not yield any statistically significant data to determine this language arts intervention was superior to the district materials as transitional curriculum for teaching grammar concepts. However, written responses from both the students and teachers indicated the unit did spark a high interest and fostered group discussions. They were generally felt to be desirable and valuable as supplemental materials for use in the classroom for transitional LEP/NEP students.

AN ANALYSIS OF THE SUBSTANTIVE STRUCTURE OF ENGLISH/LANGUAGE ARTS AND READING, WITH IMPLICATIONS FOR CURRICULUM DESIGN IN A UNIFIED PROGRAM

Order No. DA8510049

NOURIE, BARBARA LIVINGSTON, PH.D. *Southern Illinois University at Carbondale*, 1984. 217pp. Major Professors: Fred A. Sloan, Jr., James E. Jackson

The purpose of this study was to generate a list of models and propositions which would suggest elements for curriculum design for a unified program in English/language arts and reading.

A deductive analysis was made of the literature and research related to the substantive structure of knowledge, the English/language arts, and reading.

Findings. (1) The basic strands of knowledge which affect the English language arts and reading are those which originate in the science of language study and the art of literature. (2) The basic subject strands comprising the English language arts curriculum are literature, composition, language study, and oral communication. (3) The basic elements in the structure of reading are comprehension, word recognition, evaluation, and appreciation. (4) Interactional relationships among the specific skills and content matters in both English language arts and reading occur at those points at which the skill enables the student to understand the subject matter. (5) The points in a structural design at which English language arts and reading share common elements are those such as vocabulary, syntax, semantics, morphology, graphology, phonology, and grammar at the sentence level.

Major Conclusions. (1) Although reading is considered chiefly a skill, there is a body of knowledge about the language which greatly enhances that skill. (2) The subject matter of English evolves from the skills of language arts. (3) The mass of knowledge which exists about the language must be organized in order to be useful. (4) Each of the language arts is a distinct skill which is interdependent with the other language arts components. (5) Each of the subject strands of English is distinct, but each is interrelated with the others.

THE EFFECTS OF COOPERATIVE LEARNING ENVIRONMENTS ON RELATIONSHIPS WITH PEERS, ATTITUDES TOWARD SELF AND SCHOOL, AND ACHIEVEMENT IN SPELLING OF ETHNICALLY DIVERSE ELEMENTARY STUDENTS

Order No. DA8517629

SCOTT, TERRY MICHAEL, ED.D. *Northern Arizona University*, 1984. 247pp.

Cooperative learning, where students interact under conditions of mutual interdependence and equal status, has been identified as an educational intervention which fosters race/human relations and equity in the classroom. This study investigated the social and academic effects of Cooperative Learning Environments (CLEs).

This study of CLEs utilized the interdependent learning strategies of Student Teams-Achievement Divisions (STAD) to determine their effects on relationships with peers, attitudes toward self and school, and achievement in spelling.

Sixteen ethnically balanced classrooms (grades 4-6) in three schools were randomly assigned to implement the CLE/STAD or to continue with traditional instructional strategies that did not include cooperative elements. The 452 students in these classes served as the subjects and represented four ethnic groups: Hispanics, whites, blacks, and Asians.

Students in the CLEs indicated more positive relationships with peers than did the students in the more traditional classrooms. They identified more cross-ethnic friends and they significantly reduced their rejections of cross-ethnic academic teammates at the completion of the ten-week study.

No significant difference was found in self-esteem between the students in the CLEs and the students in the more traditional classrooms. Although both groups showed improvement in self-esteem, the students in the more typical classes made the greater gains.

It was the more traditional classrooms that also indicated significantly more positive attitudes toward school. There was no significant difference in spelling achievement between students who employed cooperative learning strategies and students who received more traditional instruction. Students as a whole in the CLEs achieved more than control students.

Individual ethnic differences were apparent in the analyses of the research questions. Additional significant effects may have been impeded by substantially high pretest scores, a sophisticated race/human relations program already in place, ethnic sensitivity to the testing instruments, and a well-defined, teacher-directed instructional component in both settings. Results of this study indicate that further investigation into CLEs is warranted.

A DESCRIPTIVE STUDY OF TRANSLATIONS MADE OF A GIVEN CURRICULUM BY FOUR GRADE TWO TEACHERS

Order No. DA8509633

STIRLING, MARY LOU SANDRA, ED.D. *University of Pennsylvania*, 1984. 446pp. Chairman: Morton Botel

The essential purpose of this narrative-intervention study is to carefully document the variations of translations a teacher gives to a designated curriculum. The day to day actions of four classroom teachers are described for this purpose. It is also the intent to trace these translations over time in order to document change.

The given language arts curriculum consists of three main components: (1) Guidelines for the Language Arts Curriculum; (2) The New Brunswick Comprehensive Reading/Language Arts Plan; and (3) two sets of materials which suggest a particular approach to the teaching of reading.

The perspective of ethnography and the methodologies of participant-observation are utilized in the observation of four grade-two classrooms for a total of forty-four days. These observations, plus the contents of meetings and interviews with teachers, serve as the data base. The study (A) Describes the curriculum utilized by each teacher. (B) Focuses on the translations that each teacher makes to a given curriculum. (C) Provides, in narrative style, a complete description of the happenings of one selected day for each of the four teachers. (D) Describes the intervention strategies employed. (E) Relates selected aspects of the teacher's journals, interviews and monthly inservice sessions.

A review of the observed events and incidents substantiates the following conclusions. (1) The teachers' theoretical orientation to reading plus her teaching disposition dictate the translations which are made to a given instructional program. (2) When teachers are unaware of the role that decoding plays in reading instruction, they devote a significant amount of time to the evaluation of subskills. (3) The number and variety of translations are greater when the provided instructional program offers a minimal amount of direction. (4) When no training is provided, there are similarities in the ritualistic ways teachers read aloud to the class. Teachers consistently interrupt the flow of reading.

A PROGRAM FOR THE INTEGRATION OF READING AND COMPOSITION INTO THE SOCIAL STUDIES CURRICULUM IN A SELECTED JUNIOR HIGH SCHOOL

Order No. DA8513578

SUMMERVILLE, ROBERT HAROLD, ED.D. *The University of Alabama*, 1984. 149pp. Chairperson: Patrick Ferguson

The purpose of this study was to test the effect of teaching SQ3R and composition skills on the reading comprehension and composition achievement of selected seventh-grade social studies students. Students in the experimental group received instruction in the use of SQ3R and in a structured composition program, while the control group received instruction in the traditional content centered format.

The participants in this study included 195 randomly selected students assigned to three teacher volunteers. Each teacher taught an experimental and a control group with the investigator serving as one of the teachers.

Prior to the study, the teachers participated in a series of inservice sessions devoted to teaching reading and composition as an aspect of social studies. The inservice sessions were conducted by the investigator and included the following: (1) the rationale for reading and composition instruction in social studies, (2) booklets and articles dealing with reading and composition instruction in social studies, (3) examples of a lesson plan for use of SQ3R with a textbook selection, (4) instruction in the integration of composition into social studies, and (5) instruction in the correlation of reading and composition instruction. There was also time for the teachers to prepare sample lesson plans, discuss goals and procedures, and critique the study. Once the teachers felt comfortable with the plans for the experiment, instruction began in the experimental classes in the prescribed format.

At the beginning of the experiment, students in the experimental and control groups were pretested in reading comprehension and composition skills. The reading test included a social studies reading selection and the Stanford Diagnostic Reading Test. The composition test involved writing a five paragraph theme based on a topic which had been discussed in the social studies classes and which the students had read about in their textbooks. Twenty-four students were then randomly selected from each group for statistical analysis. The statistical treatment was a 2 x 3 analysis of variance of repeated measures.

The main findings were: (1) The experimental group experienced a significant gain in both areas of reading comprehension tested. (2) The experimental group experienced a significant gain in overall composition achievement.

AN APPROACH TO TEACHING SECONDARY SCHOOL ENGLISH BASED ON THE HUMANISTIC CONCEPTS OF CARL ROGERS

Order No. DA8513341

UTTERBACK, NANCY KIENZLE, PH.D. *The University of Akron*, 1985. 241pp. Adviser: Harold Foster

Studies show that education today for the most part stresses the cognitive domain, and much of the pedagogy lends itself to rote learning. Often students perceive much of what is being taught as irrelevant. If their basic drives are not satisfied, they easily become bored. This boredom can eventually lead to a multitude of problems.

The current educational system is not adequately meeting society's needs. In order to help students develop to their fullest potential in a constantly changing society, the affective as well as the cognitive must be developed. A major goal of this descriptive dissertation is to provide secondary school English teachers with an understanding of humanistic methodology so they may better facilitate learning and help students develop their potential to function as productive thinking individuals in society.

This dissertation presents an approach to teaching secondary school English based on the humanistic concepts of Carl Rogers. Rogers' theory emphasizes that before humanistic learning can be facilitated, the following three conditions must be present: (1) realness or genuineness; (2) prizing, acceptance, trust; and (3) empathic understanding. Research confirms that these humanistic facilitative conditions can help motivate, reduce discipline problems, improve self-concept, develop personal growth, and make learning more relevant for the students.

A description of Rogers' humanistic methodologies and strategies is presented to provide the teacher with the necessary knowledge of how this theory may be practiced in the English classroom. Facilitative teaching, contracting, and group process are discussed at length. Group activities, simulations, and creative dramatics are three methodologies that can be effectively used to help achieve Rogers' humanistic goals of education. Although specific activities are suggested in this dissertation, they serve only to give the facilitator an idea of what may be used to help achieve a humanistic approach to English. This dissertation is an attempt to bring about a harmony of humanistic theory and practical application.

INVESTIGATING THE EFFECTS OF "SPECIALLY" DESIGNED LANGUAGE ARTS MODULES ON THE ACHIEVEMENT AND ATTITUDES OF INNER-CITY STUDENTS

Order No. DA8510840

VAN TRAVIS, IRENE GRAHAM, PH.D. *Union for Experimenting Colleges/U. Without Walls and Union Grad. Sch.*, 1982. 176pp.

The purpose of this investigation was to determine whether significant differences existed among students receiving instruction from "specially" designed modules and students receiving a regular instructional program. Bloom (1976) has noted that closely aligned with the principle of curriculum construction is the development of effective instructional and classroom management styles.

One of the most widely employed methods of mastery learning has been Bloom's Learning for Mastery. His model made use of existing Curricula. This writer combined ideas from Mastery Learning, learning theories, research, and her own practical experiences into an instructional program (Language Arts Modules). Curricula appropriate for the low income youngster seemed to be an area of high interest to curriculum strategists and educational planners in general. Previous research on curriculum has generally reflected concern with survival and coping skills in the world today.

Expectations. Two expectations were examined in this study: (1) Students taught with the Language Arts Modules would show greater improvement in vocabulary, comprehension and writing skills as measured by standardized and informal tests. (2) Students taught with the Language Arts Modules would exhibit a more positive attitude toward learning and school than students not exposed to the treatment as measured by pre/post-attitudinal tests, attendance records and discipline records.

Treatment Groups. One hundred and thirty-two ninth graders with a percentile rank of one through twenty-five on the vocabulary subtest of the California Achievement Tests, and reading grade five or below on an Informal Reading Inventory were assigned to experimental and control groups. The experimental group was instructed with specially designed language arts modules. These modules were designed to enhance vocabulary, comprehension, speaking, writing proficiency, and to stimulate positive attitudes toward learning. The control group was instructed in a more traditional style using textbooks for Directed Reading Activities and utilizing some practice exercises similar to those used in the experimental groups. Both groups were pre- and post-tested with standardized and informal tests on their competencies and attitudes.

Results. Significant differences at the 0.05 and 0.01 level of significance were located by the experimental group in three achievement areas: vocabulary, comprehension and study skills. (Abstract shortened with permission of author.)

USE OF FEEDBACK ON MICROCOMPUTERS TO TEACH SPELLING IN ELEMENTARY SCHOOL **Order No. DA8509457**

VARNHAGEN, STANLEY JOSEPH, PH.D. *University of California, Santa Barbara*, 1984. 252pp. Chairman: Michael M. Gerber

This study examined the use of feedback with spelling instruction on microcomputers in an intact classroom. Three feedback conditions were developed to supplement microcomputer spelling instruction. The *nonimitation-delayed feedback condition* was similar to typical, existing microcomputer spelling programs. When an error was made, the student was shown only the correct spelling. The *imitation-delayed feedback condition* was a computerized version of Kauffman, Hallahan, Haas, Brame, & Boren's (1978) method where the student was first shown his or her incorrect spelling followed by the correct spelling. The *imitation-immediate feedback condition*, developed specifically for this study, provided feedback as soon as an error was detected by showing the correct spelling above the error.

An intact combination fifth and sixth grade elementary class of twenty-eight students was used for the study. Spelling tests were given in the class on a weekly basis. During the nine week study, each student received two spelling sessions each week on the class's Apple II + microcomputer. Over the entire study, each student received all three types of feedback, each for a three week "treatment block". Performance data was collected from weekly spelling test scores, from spelling maintenance (review) test scores of the three previous weekly spelling lists, from three attitude surveys, from microcomputer collected data, and other observation and interview data.

The results only found a significant difference in the feedback conditions on the maintenance test data which was not strong enough to allow major conclusions to be made. However, a notable effect of practice on the microcomputer, regardless of condition, was found. Weekly spelling scores improved at the start of the study, remained steady through the middle of the study, but declined during the last phase and after completion. When attitude, which showed a similar declining trend, was covaried out, the trend lost its statistical significance. It became clear that the limited understanding of both the classroom environment and the student's use of the computer limits conclusions about the effects of the different types of feedback on spelling instruction and therefore further research is needed.

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